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Abstract

This manual has been prepared to provide one approach for an examination of the role activities of the counseling staff in the modern secondary school. It has not been prepared to furnish "the answer." Within recognized limits, it has been prepared to focus attention on and to present: (1) a point of view of the secondary school and learning in synergetic systems, (2) a position relating teaching and counseling as guidance processes for helping individuals learn developmental tasks, (3) a model of functions and role activities of the counseling staff in secondary schools, and (4) a self study instrument based upon the model for use by principals, teachers, and counselors in evaluating counseling functions in secondary schools. (Author/KJ)

EDUCATIONAL SERVICES BULLETIN NO. 24

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DEVELOPMENTAL COUNSELING IN SECONDARY SCHOOLS

H. D. RICHARDSON
WILLARD M. FETTERHOFF

AN OPERATIONAL MANUAL

For Administrators, Teachers and Counselors in
Evaluating Counselor Functions and Counselor Role Activities

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in

Secondary Schools

AN OPERATIONAL MANUAL

by

H. D. Richardson
and
Willard M. Fetterhoff

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An Instrument for an Evaluative Self-Study by Secondary School Principals, Teachers, and Counselors

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

Counseling is now generally accepted as an essential function of modern secondary education. Since the beginning of the "guidance movement" in education early in the present century, the school counselor has come to occupy a place and function in secondary schools. In recent years, a renewed emphasis and thrust has been directed toward the analysis of counseling as a process, and to delineating the role of the counselor in the school setting. The nature of counseling has been, and will continue to be, critically examined from differing points of view.

Little attention has been given to testing theoretical constructs of counseling in real situations, particularly in the secondary school setting. The result is that today considerable confusion exists, not only among secondary school counselors themselves, but among their professional colleagues, school administrators, teachers, and other personnel functionaries. Perhaps more significantly this confusion extends to students and parents. It would seem essential that a realistic concept of counseling in secondary schools be developed and clearly understood by school personnel, students, and parents, if it is to function most effectively as an integral component of secondary education.

The function of counseling in secondary schools eventuates from the translation of such a concept into practice. It is the actual practice of counseling in the secondary school setting that functions in the lives of students as a component of their education. Once practices have been identified and put into operation it becomes possible to evaluate counseling in a functional sense, both in terms of the activity itself and in terms of its effect upon the learning of students as evidenced by changes in behavior. The practice of counseling as a function of secondary education may serve to enhance and advance the learning of all students while in the secondary school and thus contribute to their total growth and development as persons.

The role of the counselor, as one of a number of personnel functionaries in secondary schools, is to assist in actualizing a

much needed functional component of secondary education. While a significant, perhaps the most significant, aspect of counselor role is a one-to-one relationship between a counselor and a counselee, the practice of counseling as a function of secondary education directed to aiding the process of growth and development of all students may well include other role activities.

This manual has been prepared to provide one approach for an examination of the role activities of the counseling staff in the modern secondary school. It has not been prepared to furnish *the answer*. Within recognized limits, it has been prepared to focus attention on, and to present:

1. A Point of View of the secondary school and learning as synergetic systems.

2. A Position relating teaching and counseling as guidance processes for helping individuals learn developmental tasks.

3. A Model of functions and role activities of the counseling staff in secondary schools.

4. A Self-Study Instrument based upon the Model for use by principals, teachers, and counselors in evaluating counseling functions in secondary schools.

H. D. Richardson
Willard M. Fetterhoff

April, 1968

A Point of View

The functions of the counseling staff in the secondary school can best be understood as organic elements or components of a synergetic system. Such a system involves the dynamic interrelation of a number of elements. Included are the individual learner (the student), the learning process and its operation (guidance), a learning environment (the school), learning experiences providing something to be learned (developmental tasks), and learning helpers (teachers, counselors, and other student personnel functionaries). The combined result of all elements of the system is the education of the individual. Counseling in the secondary school, whatever its nature and activities, functions in combination with all of the other elements of the total system. It follows that the ideas one holds regarding the nature and significance of each of the elements influences his idea of their nature and significance in combination.

Before attempting to identify the functions of the counseling staff in the secondary school, or to suggest a method for evaluating them, it may be of some value to consider a set of ideas regarding the synergy that operates in the education of students as learners in the secondary school. A brief statement of Working Postulates follows. As postulates, the reader is free to accept or reject each idea in terms of the meaning he associates with it singly and in relation to the total system.

1. The human infant (individual) enters the world as a "going concern", immature, helpless, and dependent with relatively few built-in, fixed, behavioral responses but with a "capacity" for learning greater than that of any other animal species.
2. The human individual, essentially helpless and depend-

ent, must begin at once to learn and through learning eventually acquire a behavioral repertoire characterized by independence and self-responsibility.

3. The human individual requires nurture and care (help) not only during the period of infancy but during a considerable portion of his life span.

4. The human infant (individual) is born into a sociocultural environment of nature and nurture, i.e., an environment of physical forces, matter, and of cultural inventions – institutions, ways of doing and behaving, tools, techniques, methods, language (symbols), ideas, meanings, and values.

5. The human individual (organism) *learns* to live within the context of his environmental space by constantly and continuously interacting with components of it, material and cultural.

6. The interacting of the organism with the environment – its conditions, factors, influences, presses, demands, requirements, opportunities, possibilities, challenges – *is learning*. Learning is the acquisition of and the changing of behavior – physical, mental, emotional, spiritual.

7. Learning through time is growth and development.

8. Learning (growth and development) is living. "We learn what we do, and we do what we learn."

9. The individual develops a multipotential for learning; i.e., he is not limited to "successful" learning in only one type of activity or endeavor.

10. Of all the social discoveries and inventions of man, language is perhaps the greatest. The discovery and use of language distinguishes man from brutes. It is the vehicle of thought and the reservoir of meanings. Through it man has advanced beyond the learning animal to the knowing, thinking, intelligent animal.

11. Learning, largely through the use of language, can be, and does become, purposeful, i.e., directed to meeting needs of the individual and of the "societies" (social groups) of which he is a member.

12. The individual becomes what he is capable of becoming through learning, i.e., through what he does and how he does it.

13. Through learning the individual develops (acquires or grows) a capacity or potential for self-direction, self-actualization, self-identity, and self-fulfillment—within his environments.

14. Through the process of learning the individual becomes a person (acquires a personality and character), a unique human person of dignity and worth.

15. Learning is not completely random or directionless. It can be, and is, guided and controlled by the individual himself and by others (society) through selection, operation, and control of components of the environmental life space within which the individual interacts.

16. The school is a social institution – an institution established, supported, and controlled by society – for educating (in part) each new generation. Children are required to attend school *to learn*, as much as possible, what society believes is of value and worth for its perpetuation (THE SOCIAL LEARNINGS), and what is essential if each individual is to develop as a unique person (THE PERSONAL LEARNINGS).

17. Education is what the individual learns – the changes in behavior he acquires. The function of guidance, teaching, and counseling is to help the individual acquire his education through learning.

18. Essentially "guidance in education" is guidance of an individual's learning, an effort (a "helping relationship") to stimulate, facilitate, mediate, and direct the learning of an individual in a social context. It is what someone or something does to help an individual learn what he "needs" to learn, but, "the individual doing the learning must do the learning."

19. Teaching as guidance is helping the individual learn about the world, its nature and its people – the SOCIAL LEARNINGS.

20. Counseling as guidance is helping the individual learn about himself as a person in a social context, to accept himself, and to act in terms of his acceptance as a human being – the PERSONAL LEARNINGS.

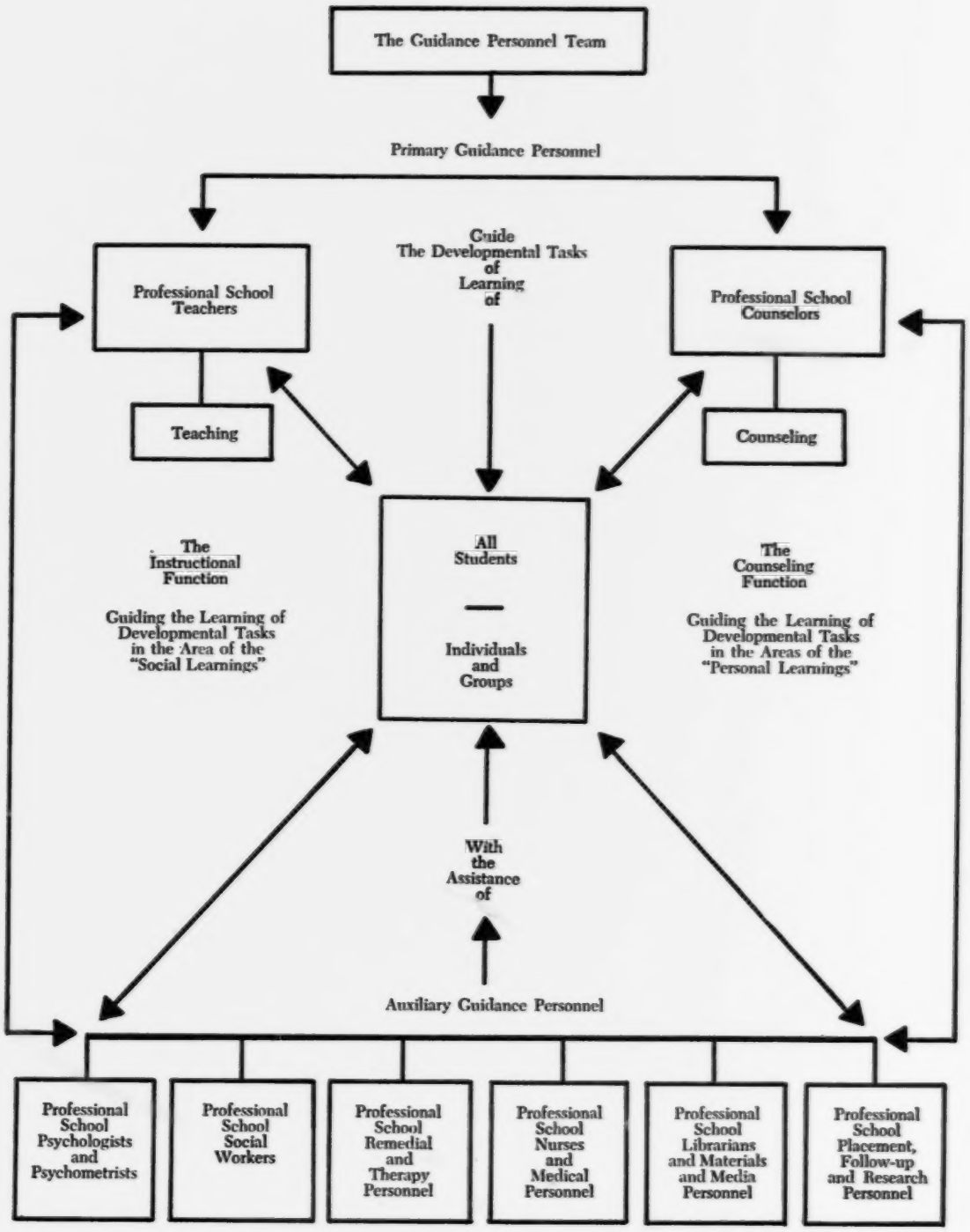
A Position

Strong emphasis has been given in the statement of working postulates to the central role of the human individual as a learner, and to guidance as a process of stimulating, facilitating, mediating, and directing learning activities. It is now necessary to examine briefly the nature of those learning activities regarded as essential for the continued growth and development of normal individuals of secondary school age, and means by which learning activities may be made available through the instructional and counseling programs of secondary schools.

1. If the guidance of learning of individuals in secondary schools is of primary concern, the learning activities to be guided must be made available through the complementary programs of instruction and counseling. Teaching and counseling must be complementary and supplementary functions. Thus, teachers and counselors become primary guidance functionaries. Their function is that of stimulating, facilitating, mediating, and directing the learning of individuals in a socio-educational environment to the end that each individual becomes a self-actualizing, self-directing, and self-fulfilling human being – a unique person of dignity and worth. Other personnel functionaries may assist, directly or indirectly, with this all-pervasive function as shown in the following diagram.

2. The process of learning guided either by teaching or counseling is one and the same. Whatever the nature of the help that is provided, it is the whole individual in the total situation who does the learning. The individual and the situation differ at different times, but learning is a continuous and unitary process, and

THE GUIDANCE OF LEARNING OF INDIVIDUALS
IN SECONDARY SCHOOLS


The Guidance Personnel Team
Primary Guidance Personnel
Professional School Teachers
Guide The Developmental Tasks of Learning of
Professional School Counselors
Teaching
Counseling
The Instructional Function
Guiding the Learning of Developmental Tasks in the Area of the "Social Learnings"
All Students
Individuals and Groups
The Counseling Function
Guiding the Learning of Developmental Tasks in the Areas of the "Personal Learnings"
With the Assistance of
Auxiliary Guidance Personnel
Professional School Psychologists and Psychometrists
Professional School Social Workers
Professional School Remedial and Therapy Personnel
Professional School Nurses and Medical Personnel
Professional School Librarians and Materials and Media Personnel
Professional School Placement, Follow-up and Research Personnel

the guidance of it must respect its unity. "Unitary process" implies the integrity, oneness of the individual interacting within an environmental situation. This is the meaning of the integrity or wholeness of the individual. To destroy the integrity of the individual by dealing only with the situation, or only with the "individual" abstracted from it, defeats the purpose of guidance, and removes guidance completely from the process of learning and living. Attempts to identify *different types of learning* resulting from teaching and counseling serve only to confuse rather than to enlighten. It is not the types of learning that differ. What is different is what is learned as manifested in changes in behavior, overt and covert, cognitive and affective.

3. Through teaching and counseling individuals are helped to learn the tasks of normal growth and development. According to Havighurst, "A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks." [1] The program of instruction is designed to provide opportunities and experiences for students to learn *some* developmental tasks. The "subjects of study" of the modern secondary school curriculum provide a great diversity of learning experiences for students to learn some of the accumulated "wisdom of the ages."

These developmental tasks are associated with the acquiring of knowledge, understanding, and appreciation of the world and of the peoples in it. The learning of these developmental tasks serves to assure the transmission of a cultural heritage of older generations in order that each new generation may be educated as members of a society that preceded them and that will continue after them. The developmental tasks that constitute this great area of learning may be designated as the SOCIAL LEARNINGS.

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[1] Robert J. Havighurst, *Developmental Tasks and Education*, Second Edition. New York: David McKay Company, Inc., 1952, page 2.

4. Learning developmental tasks in the area of the SOCIAL LEARNINGS, while necessary is not sufficient for the education of the whole individual. In our modern, complex society it is also necessary for the individual to acquire a "self-identity" within that society. The individual-in-the-social context must be made a "subject" for study. Other developmental tasks pertaining to the learner himself as an individual person within the world, particularly his own social-cultural-economic context, constitute an important area of learning. The individual must learn to develop a "self-identity"– learn who he is, learn to accept himself, and learn to become what he wants to become. Acquiring a "self-identity" in his life space or environment is highly personalized. The learning tasks involve the "self" in planning, selecting, choosing, considering alternatives, setting goals, making decisions, acting on decisions made, and evaluating actions in all areas of his life – often categorized simply as personal-social, educational, and vocational. This area of developmental tasks may be designated as the "PERSONAL LEARNINGS."

Help must be made available to individuals if they are to learn these personal developmental tasks in a manner somewhat analogous to the manner in which help is made available to learn the developmental tasks in the area of the "SOCIAL LEARNINGS." The identification of the personal developmental tasks, and the making available of appropriate learning opportunities and experiences at appropriate times is a major function of the counseling staff. The personal developmental tasks complement and supplement the social developmental tasks of individuals and groups to more nearly approximate the total education of the whole individual.

5. Following are statements of ten personal developmental tasks common to most youth in secondary schools.

    a. Learning to examine, accept, and be one's self as a human being.

    b. Learning to manage one's time purposefully and to develop a rhythm of work, relaxation, and rest.

c. Learning to become increasingly mature in heterosexual relationships.

d. Learning to become emotionally independent of parents without loss of affection and respect.

e. Learning to accept and be accepted by one's peers and others as human beings.

f. Learning to participate cooperatively and competitively with others, individually and in groups.

g. Learning to make plans, decisions, and preparations for attaining realistic educational goals.

h. Learning to make plans, decisions, and preparations for attaining realistic career goals.

i. Learning to become economically self-reliant.

j. Learning to use leisure time constructively.

These statements are presented to illustrate the concept of developmental tasks, and to show how a statement of major personal developmental tasks may serve to clarify the purposes or objectives of counseling in the secondary school. A prepared statement of personal developmental tasks makes reasonably clear in descriptive terms *what* behavior changes counseling is to help an individual acquire. *How* the counseling process "helps" the individual to change behavior, that is, learn something, may be distinguished from *what* behavior is changed, that is, learned. Great emphasis is being placed today on the "counseling process." It is suggested that emphasis should also be directed to understanding what "results" from the "process" in terms of learned behavior. Herein is the crux of the problem of differentiating role function of teachers and counselors. Is the teaching process and the counseling process equally effective in all areas of behavior change, i.e., learning? If so, how are the two "processes" to be distinguished? If not, in what areas of behavior change can each process be most effective? The answer to this question will identify the respective role functions

of teachers and counselors. Until a more definitive answer is forthcoming, it is here proposed that the *respective* role functions of teachers and counselors be directed primarily to helping all students with common developmental tasks in the two complementary areas of learning, already described as SOCIAL AND PERSONAL. An understanding of the complementary-supplementary nature of these two learning areas, and hence of the tasks in each, and of the integrity, the wholeness, of the individual as the learner, should prevent a psychological bifurcation of the learner or the learning process, and minimize subversive or aggressive undeclared warfare between teachers and counselors.

6. The purposes of counseling in secondary schools, whether stated as personal developmental tasks, or in some other terms, are actualized and realized through the role activities of those personnel functionaries now commonly referred to as school counselors. The purpose, therefore, if clearly stated, reasonably understood, and generally accepted, become the functional criteria of the role activities of school counselors. Collectively the role activities constitute the functions by which purposes are achieved. Functions are the operational components of the program as a total enterprise. The functions of the counseling program in the secondary school must operate in conjunction and in harmony with other functions of the total school enterprises. Similarly, school counselors function in association with other personnel functionaries, including teachers and administrators, and with school clientele, students, student groups, parents, and parent groups.

7. In the Model of counselor functions in secondary schools, eight major functional components constitute the operational counseling program. Within each function, specific role activities of the counseling staff are presented in behavorial or operational terms. The suggested role activities of the counseling staff identify counselor behavior related to each function in an operational program. The counselor behaviors identified within each function are quite generally those involved

in providing opportunities and experiences for students to learn one or more personal developmental tasks. "Counseling" is designated as *one* function of the counseling staff, not the exclusive function. Helping individuals with personal developmental tasks, through counseling individuals and groups, may be a valuable and significant learning experience, but it is by no means the only type of learning experience a professional counselor is able to provide to help each individual learn *what* he "needs" to learn *when* he "*needs*" to learn it.

A Model

The rapid increase in size of schools, complexity of educational functions, and specialized personnel creates problems of communication. Those concerned with one function of the school's program need to be adequately informed of the other functions within the school, and how each function can most effectively complement the others for the efficient operation of the entire secondary school program.

Counseling as a function of secondary education is recognized and accepted by educators and the public. The counseling staff has important roles to perform in the secondary school. School administrators, teachers, counselors, parents and students have expectancies as to what the role activities of the counseling staff should be. Considerable confusion exists, however, because of differences in expectancies among these various groups. There is now obvious need for some clarification of functions and role activities of the counseling staff.

The following Model of counseling functions in the secondary school has been designed to present to administrators, counselors, and teachers an operational statement of counseling functions in secondary schools together with realistic examples of role activities of the counseling staff in making available learning opportunities and experiences that may help students meet common developmental tasks.

The eight major counseling functions are:

1. The Admission and Orientation Function
2. The Individual Appraisal Function
3. The Information Function
4. The Counseling Function

5. The Consulting Function
6. The Placement Function
7. The Follow-Up Function
8. The Evaluation and Research Function

Careful self-study of the Model – through critical examination and evaluation, discussion and dialogue – by the administration, the counseling staff, and the teaching faculty may well result in an improved guidance program through both teaching and counseling of students. The Instrument for Evaluative Self-Study which follows the Model is designed as an in-service tool for use by high school faculties, counseling staffs, and administrators in self-evaluation of the counseling functions in a particular secondary school setting. This instrument may be used most effectively by groups working, discussing, and evaluating together.

It will be noted that there is some overlapping of role activities of the counseling staff in the eight functions presented. This is particularly true of the counseling and consultive functions. In general, this overlapping should not be found harmful in any way, but helpful in emphasizing the inter-relationship of the various functions of counseling in the total educational process. Role activities of the counseling staff under each function are not listed in order of priority. Emphasis is placed upon the counseling function as a complementary and supplementary component and the counseling staff as functional members of the total guidance personnel team.

I. THE ADMISSION AND ORIENTATION FUNCTION

Change is certain and inevitable, yet change often can be a fearful experience. One of the most difficult and crucial periods of change for many individuals is the transition from pre-adolescence to early adulthood. It is during these early teen years, when the pre-adolescent is experiencing great changes in physical, social and emotional development, that the change from elementary to the secondary school usually occurs. This change should come to be understood by the individual as a natural and challenging part of his life, and not as a threat.

The admission and orientation experiences are of great importance in initiating and strengthening feelings of personal security and confidence in the new secondary school environment, and in helping the individual to develop positive attitudes toward continuing in school. With the aid of a well-planned admission and continuing orientation program, most students will learn to make the transition from pre-adolescence to early adulthood with relative ease and will develop confidence in themselves as they meet the demands and requirements imposed upon them by the new environment. A number of students, however, may need special help in making this transition.

The role activities of the counseling staff in helping to implement the admission and orientation function may include such activities as:

A. Participate in the initiation and operation of an advisory committee composed of elementary and high school personnel to formulate policies and procedures for a comprehensive orientation and admission program. This committee may be representative of:

   1. Teaching personnel
   2. Students
   3. Counselors
   4. Administrators and supervisors
   5. Lay persons

B. Assist in the planning and administration of a secondary school testing program for individual assessment of aptitudes, abilities, and achievements of prospective high school students from elementary schools and transfer students from other secondary schools at the beginning of the school year.

C. Develop procedures for the transfer of student records from previous schools attended and for the collection and compilation of other data necessary and desirable in helping students to make self-appraisal, adjustments, and decisions for the present and future.

D. Plan and help to conduct group meetings, open houses, and visitations designed to inform students and their parents concerning the various aspects of the total school program. The value of using students, audio-visual materials and closed-circuit television to help with these programs should not be overlooked.

E. Plan a special high school visitation day for prospective freshmen students to acquaint them with the campus, the school personnel, the school program, and the general school environment.

F. Arrange individual conferences with prospective freshmen students and their parents to:

1. Select specific courses for the first semester of the freshman year.
2. Register each student prior to the first semester.
3. Discuss plans for selection of a tentative four-year program.

G. Assist in the preparation and distribution of student handbooks and other types of informative materials for all prospective students. The student handbook typically may cover such subjects as:

1. Welcoming statement
2. History and traditions of the school
3. Description of courses
4. Requirements for graduation
5. Examples of four-year courses of study
6. Rules and regulations of the school including attendance and standards for dress and conduct
7. Information concerning clubs and other organizations
8. Departments and divisions, including available services, such as counseling, health, cafeteria, and transportation

9. Sketch of school floor plan showing room numbers
10. College entrance requirements, especially within the State
11. Scholarships and awards
12. Suggestions for good school citizenship

H. Assist the administration and teaching staff in planning detailed admission and orientation programs such as:

1. Admission-day activities
2. Registration
3. Orientation assembly programs
4. Trial-run of class schedule
5. Homeroom and other group guidance programs
6. Social activities such as dances, movies, or open house

I. Develop a program of continuing orientation which may include such activities as:

1. Student council members serving as hosts to new students
2. Group sessions for orientation of transfer students
3. Parent-student-counselor conferences early after admission

J. Plan and direct procedures by which students may appraise and evaluate the admission and orientation programs.

II. THE INDIVIDUAL APPRAISAL FUNCTION

Developmental guidance is dependent upon a comprehensive study and analysis of the individual. Knowledge of abilities, aptitudes, interests, and personal characteristics derived from a multiplicity of data will aid the counselor and the teacher in

study, interpretation and evaluation of possible alternatives of effective self-direction and successful growth and development of the individual. Knowledge of personal-social development, including information concerning individual health, family background, leadership, status among peers both in and out of school, general citizenship, work habits, interests, and experiences, is important in guiding the learning of each individual.

The counseling staff is trained in student appraisal procedures and in understanding the dynamics of student behavior. Cooperation with the teaching personnel and the administration in developing policies and practices will minimize misinterpretation and misuse of all types of appraisal data.

The role activities of the counseling staff in helping to implement the individual appraisal function may include such activities as:

A. Cooperate with the administration and faculty in the development of policy and plans for comprehensive analysis and study of individual students.

B. Assist the School Guidance Committee in the identification of specific types of recorded data needed for individual appraisal. This cumulative record may include such data as:

1. Identifying data – personal, family, home
2. Health history
3. School grades
4. Scholastic achievement tests
5. Results of aptitude tests, interest and personality inventories
6. Non-scholastic achievements
   a. Extra-curricular activities
   b. Out-of-school activities
7. Self-appraisal reports
   a. Autobiographies
   b. Work-study schedules
   c. Educational plans
   d. Vocational plans

8. Observational reports
   a. Abilities, leadership, talent
   b. Interests
   c. Personal characteristics – emotional, social
   d. Sociometric devices
   e. Rating scales
   f. Behavior descriptions
   g. Anecdotal records
   h. Informal conversational settings
   i. Behavioral observations in the
      1) Home
      2) Classroom
      3) Community
      4) Play therapy
      5) Psychodrama
      6) Other activities
9. Case studies
10. Records of interviews and case conferences
11. Records from previous schools
12. Record of attendance
13. Record of part-time or full-time work experiences

C. Assist in analyzing and synthesizing data from cumulative records of all new students and in making effective use of such information in helping students.

D. Cooperate with administrative officers in developing plans and procedures for efficient and effective utilization of cumulative records through such programs as:
   1. In-service teacher training
   2. Organized student discussion groups
   3. Group assistance to students
   4. Parent-teacher-student conferences
   5. Faculty conferences and reports

E. Supervise the administration of the testing program if a psychometrist or school psychologist is not available.

F. Supervise procedures for continuous up-dating of all data and information in the cumulative record including the removal of unnecessary materials.

G. Assist in the development of a testing program for the school.

H. Make available statistical studies for use by administrative, teaching, and counseling staffs.

1. Student population characteristics
2. Results and analyses of standardized tests
3. Studies of dropouts
4. Follow-up studies

I. Assist in utilizing available cumulative records in developing case conference reports for in-service training of teachers.

J. Cooperate with the school physician, nurse, psychologist, deans, speech and reading specialists, teachers, and other professional personnel functionaries in making data available and in assisting with interpretation.

III. THE INFORMATION FUNCTION

The educational, vocational, and personal development of the individual is a continuous process which needs attention throughout the secondary school years. Some of the most significant developmental tasks of students are centered in plans and decisions about present and future personal-social relationships, educational programs, and occupational goals. To successfully meet these developmental tasks the student must acquire a knowledge and understanding of the complex social, educational, and occupational environment in which he lives. Occupational and educational information and materials may be of great help to students in selecting a career objective or goal and in understanding the training and preparation required to reach it. Social-personal information materials may contribute materially to the understanding and development of personal identity and interpersonal relations with others in a social context.

The professional counseling staff can assist students in formulating plans, making decisions, and resolving problems in immediate and future situations through the judicious use of readily available occupational, educational, and socio-personal information of a variety of types through a variety of learning experiences. The information function of the counseling program involves the locating, selecting, assembling, maintaining, and using of information that can come not only from printed materials of various kinds, but through audio-visual technologies, and direct participation in simulated and actual activities.

The role activities of the counseling staff in helping to implement the information function may include such activities as:

A. Assist the librarian and teachers in selection, collection, classification, location, maintenance, distribution, utilization and evaluation of guidance information.

1. Social-Personal – materials dealing with such areas as: social adjustment, mental health, personality, inter-personal relations, family relations, dating, courtship, marriage, child development, child rearing, psychology, group guidance, etc.

2. Educational – materials dealing with such areas as: admission requirements, handbooks, courses offered, scholarships, loans, work opportunities, graduation requirements, catalogues and other informational materials of post-secondary school education including apprenticeship training, trade-vocational-technical schools, junior colleges, and four-year colleges and universities.

3. Occupational – materials dealing with such areas as: career choice, supply and demand for workers, future prospects, job descriptions, work environment, qualifications for employment, physical demands, legal requirements, approved schools, expenses, preparation on the job, salary expectancies, psychological considerations in job planning, etc.

B. Cooperate in planning a variety of information pro-

grams through career days, college days, personality-improvement day and business-industry-education day.

C. Arrange for counseling staff field trips to provide realistic and up-to-date information on local businesses, industries, and education institutions.

D. Cooperate and assist with members of the teaching staff in utilization of information on educational planning, occupational planning, and personal-social development as a part of regular course work. Encourage, cooperate, and assist teachers in developing teaching units which relate their course content to individual utilization for guidance information.

E. Assist in making information available through clubs, organizations, extra-curricular activities, field trips, audio-visual aids, discussion groups, and career seminars.

F. Establish a working relationship with public employment offices, college admission departments, and other information resource centers.

IV. THE COUNSELING FUNCTION

The counseling function, individual and group, is the heart, the central and vital operating component of the construct, Developmental Counseling in the secondary school. As a central function it may, and does, interrelate with other counseling functions of the construct as a dynamic and functioning whole. While the counseling function is a vital and significant one, it is only one of several major functions in the total counseling enterprise.

Counseling, as a concept, is complex and difficult to define. It means different things to different people. To some, counseling is helping an individual to understand himself and grow and develop as a fully functioning person. To others, counseling is helping an individual recognize his needs, resolve his difficulties, and solve his problems by planning, weighing alternatives, making decisions, and acting upon them. To others, counseling is communication with a purpose.

In view of the preceding emphasis placed on learning personal developmental tasks, the following statement is offered: Counseling is a communicative relationship between a counselor and a counselee that helps the counselee interact effectively with some element or component of his total environment with resulting satisfaction to himself and acceptance by society. The communicative relationship is enhanced by such conditions as congruence, mutual acceptance, emphatic understanding, and genuine positive regard.

Individual counseling may afford an opportunity for significant learning experiences quite different than any the individual has previously experienced. The communicative relationship in individual counseling is likely to be somewhat different both in terms of the "subject" to be learned, and in terms of the help provided to learn it. Studying himself as a subject may be a novel adventure in learning for an individual. The experience may be rewarding and satisfying, or it may be painful and disturbing, or a combination of the two. The counselor may bring to the communicative relationship a professional expertise uniquely adapted to the learner and highly appropriate for helping him to meet his particular need or learning task.

Group counseling may provide opportunities for group learning experiences through which students in the group may be helped to understand and deal effectively with common adjustment problems. Thinking aloud with one another, expressing feelings, offering opinions, and examining beliefs and values in a peer group may afford individuals help in a wide range of personal developmental tasks. Group learning experiences can help individuals learn to understand and accept themselves and others, interpret the meaning of interpersonal relationships, and explore the nature of group structure and process.

The role of the counseling staff in helping to implement the counseling function may include such activities as:

A. Develop a systematic plan for scheduling counseling interviews with all students each school year.

    1. Prospective freshmen – one or more counseling interviews to:

        a. Become acquainted and to develop a favor-

able rapport between the counselor and the counselee.

b. Explore personal goals and educational opportunities.

c. Plan a first semester course program and a tentative four-year course program.

2. Freshmen -- at least one counseling interview each semester to:

   a. Check on orientation problems and needs, personal goals, understanding of self, and opportunities for continued development in light of interpretation of personal data in the cumulative record.

   b. Help students not contacted during the eighth grade to plan tentative four-year course programs.

   c. Administer make-up tests.

   d. Acquaint freshmen with available library materials – educational, occupational, and personal-social.

   e. Aid the counselee in making personal and social adjustments.

3. Sophomores – one or more counseling interviews during the school year to:

   a. Review the information in the individual's cumulative files and relate to educational and vocational aspirations and plans.

   b. Help students to plan course programs in accordance with future plans and goals.

   c. Assist students with personal problems.

4. Juniors – one or more counseling interviews during the school year to:

   a. Check upon high school graduation requirements.

   b. Acquaint students with sources of educational and vocational information, including scholarships, student loans, and employment opportunities in college and in the world of work.

c. Identify students who should be interested in the national testing programs and provide them information as to when and where to make application, and dates on which tests will be administered.

5. Seniors – one or more counseling interviews during the school year to:

   a. Make final check on graduation requirements and help to further develop post-high school goals and plans – educational and vocational.
   b. Aid and encourage students in making applications for post-high school education.
   c. Aid and encourage students seeking job placement in making employment applications and preparation for employment interviews.

B. Develop a schedule which will provide time for both individual and group counseling with students in special problem categories such as:

   1. Talented and gifted.
   2. Transfer students – incoming and outgoing.
   3. Dropouts and potential dropouts.
   4. Underachievers and overachievers.
   5. Potential scholarship holders.
   6. Students in need of financial aid and job placement.
   7. Students with personal-social problems.

C. Develop a schedule which will provide time for counseling maladjusted and "crisis" cases and for making referral arrangements with community agencies as necessary.

D. Assist in the organization of a program of group counseling activities which may include consideration of such common problems as:

   1. Planning four-year high school programs.
   2. Improving study habits and skills.
   3. Organizing and managing one's time for work, study and recreation.

4. Library orientation and use of available materials for educational and vocational planning and for personal-social development.
5. Applying for college admission, scholarships, and financial aid.
6. Preparing a personal résumé.
7. Writing letters of application for employment.
8. Employment interviews.
9. Orientation for freshmen, transfer students and parents.

E. Assist in coordinating all school student personnel services.

V. THE CONSULTING FUNCTION

The consulting function involves relationships between the counseling staff and other personnel functionaries in the secondary school and in the community. Role activities of counselors in all of the counseling functions require working with others. While consultation implies verbal communication, the consultive function is not limited to talking. The consulting function includes conferring, effecting liaison, and working with any and all members of the guidance personnel team. Consultation is not only the lubricant that reduces friction between team members, but also is a magnetic force that keeps guidance personnel together as a team. Consultation as a mutual relationship implies common interests and concerns among colleagues of equal status. Consultation among peers of unequal status or position may present difficulties, but nevertheless, is often necessary.

Members of the counseling staff in the performance of role activities have many occasions to confer with administrators, teachers, and other personnel functionaries, parents, community leaders, and personnel of community agencies, public and private. All of these persons and others have occasion to consult with counselors.

The counselor, because of his special expertise in human relations, is in a favorable position to lead in the practice of mutual consultation between all persons involved in helping individuals to learn fully and effectively the "social" and "personal" developmental tasks.

To implement the consultive function the counseling staff may, in addition to role activities listed under other functions, perform such role activities as:

A. Consult with teachers regarding the development of procedures, materials, and activities for a variety of learning experiences in the area of group guidance or counseling.

B. Consult with teachers regarding information concerning students with special needs and special problems.

C. Consult with teachers regarding individual cases referred by them.

D. Consult with teachers and other personnel functionaries in case conferences.

E. Consult with teachers regarding grouping of students.

F. Consult with and assist teachers, administrators, and other personnel in curriculum development and revision.

G. Consult with teachers, administrators, and parents regarding referral of individuals to personnel functionaries in the school and in community agencies.

H. Serve as a clearing house agency for consultation and cooperation with community agencies to which referrals have been made.

I. Consult with teachers regarding the concept of developmental counseling and the functions of the counseling staff.

J. Following consultation prepare an information booklet on the nature of counseling and the counseling function for students, teachers, parents, and others concerned.

K. Develop contacts with, consult, cooperate, and assist community agencies which provide services to youth.

L. Consult with parents and community agencies regarding school policies, the educational programs offered, regulations, and requirements.

M. Consult with parents to help them understand services offered by the school and assist them to appraise realistically the abilities, interests, attitudes, and developmental needs of their children.

N. Prepare and interpret handbooks, news articles, and other communications to improve public relations with home and community.

O. Develop an effective liaison between the student, the home, the school, the community, and higher educational institutions.

VI. THE PLACEMENT FUNCTION

The placement function assists the individual in "finding his place" in any situation. It is of great importance during the period of development when new situations are most frequent and varied as they are during the secondary school years, and in the years immediately following. Students are faced continuously with "finding a place" in the school curricular and extra-curricular activities, the vocational and social environment outside the school, and in religious, political, and civic activities and organizations in the community.

For some individuals "finding a place" is relatively easy and presents no real problems. For many, however, there are times when the array of possibilities spread so broadly that assistance in placement is both desired and needed. Each new situation plays a part in the development of the individual. The individual's place in any situation involves choice and decision – either his own or others. Unwise choices may be critical factors in his future development. The counselor, through interpretation of all available personal data pertaining to the counselee's present motivations, aspirations, interests, measured abilities and personal characteristics may assist the counselee in better understanding himself and in making realistic placement decisions. Placement function activities are often closely related to the information function activities.

The role activities of the counseling staff in helping to implement the placement function may include such activities as:

A. Help establish and participate in a committee for the development of policies governing placement services.

B. Participate in the placement of physically, socially, mentally, or educationally handicapped students in remedial programs within the school.

C. Arrange and cooperate in the placement of handicapped students in suitable public or private institutions if they cannot be helped adequately in the school.

D. Arrange for the testing and placement of transfer students in courses and programs suited to their needs, abilities, and interests.

E. Cooperate in the placement of junior high school students in high school programs which may be adapted to changing aspirations, abilities, and needs.

F. Aid in the placement of students in extra-curricular activities which will further educational, social, and vocational development.

G. Assist in the development of plans for designing and maintenance of up-to-date student placement records essential to job application, referral, selection, and follow-up.

H. Assist in development of an appropriate system for providing information concerning employment opportunities, listing of positions available, and for maintaining effective liaison with potential employers.

I. Arrange for visits from representatives of the armed services, colleges, universities, business and union employers, and governmental agencies.

VII. THE FOLLOW-UP FUNCTION

The follow-up function is directed to helping individuals make satisfying adjustments in new situations. Follow-up is a logical extension of placement. Changes in placement are inevitable, ever present, and part of each individual's way of life. Examples of new situations in which problems of adjustment

may occur and in which follow-up is desirable include such activities as changing courses and curricula within a school, changing from one school to another school in the same school district, moving to a new school in another community, dropping out of school, transferring from a secondary school to an institution of higher learning, and entering into the world of work, family, and civic affairs.

Follow-up studies are usually made for one of two major purposes: (1) to obtain information from former students that may be of value in evaluating and improving the educational programs – instructional and counseling – of students still in school, and (2) to secure information about the post-secondary school life of students that may indicate how a counseling program, still in its infancy, may be extended to assist their need for post-secondary school guidance. Both types of follow-up studies are essential and valuable research and evaluative activities.

The role activities of the counseling staff in helping to implement the follow-up function may include such activities as:

A. Develop cooperatively with administrative officers, teachers, students, and community and college personnel a systematic and continuing program for the follow-up study of all former students:

   1. Students who leave before graduation.
   2. Students who graduate and continue their education beyond high school or who enter employment in civilian or military service.

B. Develop plans for the systematic follow-up of students as they move from one course to another, change curricula, or transfer from one school unit to another.

C. Prepare reports of results of follow-up studies with graphs, charts, and tables to aid students, parents, and other citizens in understanding their significance for improving secondary education.

D. Interpret follow-up information for improvement of personnel services, curricular, and extra-curricular programs.

E. Make provisions for recording significant follow-up data in the individual's cumulative record.

F. Use the results of follow-up studies in group and individual counseling.

G. Participate in the development of case studies of students, and their use and evaluation in case conferences, and as an in-service training experience for teachers.

VIII. THE EVALUATION AND RESEARCH FUNCTION

Fundamentally, evaluation in education is concerned with determining the worth or value of some phase of the educational enterprise or its outcomes. Evaluation of developmental counseling functions may deal with an appraisal of the adequacy and the excellence of any or all of the several functions or with the extent or degree to which the purposes and objectives of the counseling functions result in changes in behavior of students. One type of evaluative study is a normative or status study of one or more functions in terms of established specifications or criteria. A second type of study is concerned with the results, that is, the influence or effect of the counseling function in the development of the individual. This type of study presupposes the establishment of counseling objectives in behavioral terms, the selection of learning experiences that will contribute to the objective, the opportunity for students to participate in those experiences, and available methods and techniques for measuring or assessing outcomes in terms of changes in behavior.

Research is literally a problem-solving activity. It is a process and method of searching for the solution to problems, or the resolving of problem situations. All phases of a developmental counseling program present problems – from the concept of guidance and counseling, the nature and scope of the program, the methods and techniques employed, and the learning activities or experiences provided, to the results desired and achieved. Often research studies are basic to evaluation, i.e., a judgment of the worth or value of the total program or a particular phase of the program.

The role activities of the counseling staff in helping to implement the evaluation and research function may include such activities as:

A. Develop and conduct programs of normative, experimental, and action research to evaluate:

1. The place and functions of the guidance program in the school.
2. Methods of collecting and recording data.
3. The uses of guidance data by faculty, administration, and the counseling staff.
4. Methods of acquiring, maintaining, and utilizing guidance materials.
5. The professional growth and in-service training of guidance personnel.
6. The degree to which the counseling program is helping students meet their developmental tasks.

B. Design evaluative studies to determine the adequacy and excellence of each phase of the counseling program.

1. The admission and orientation function.
2. The individual appraisal function.
3. The information function.
4. The counseling function.
5. The consulting function.
6. The placement function.
7. The follow-up function.
8. The evaluation and research function.

C. Design and conduct studies of characteristics of the school population such as:

1. Socio-economic levels represented.
2. Ethnic groups represented.
3. General cultural background of students.
4. Achievement levels of students.
5. Students with special needs.
6. Characteristics of potential dropouts.
7. Educational and vocational expectations and goals.
8. Student mobility.

D. Plan and conduct community surveys of:

1. Socio-economic-cultural factors.
2. Population trends and mobility.

3. Manpower needs.
4. Occupational opportunities.
5. School facilities.

E. Develop and use expectancy tables based on available test data and appropriate criteria.

F. Coordinate counseling research activities with research activities of other departments in the school system including subject matter areas, administrative divisions, personnel services, and school board research.

G. Keep abreast of new ideas and current developments in counseling by reading professional journals and by attending professional meetings.

A Self-Study

The importance of evaluation as a method for the improvement of secondary education is well recognized by high school administrators, counselors, and teachers. It is also well known that every worthwhile goal of the counseling program, and other educational programs, can not be precisely and objectively measured. At the present time, criteria for the evaluation of counseling functions are neither generally agreed upon nor commonly available.

The Instrument for Evaluative Self-Study of Counseling Functions and Counselor Role Activities is presented here as a possible in-service, working tool for self-evaluation by an entire faculty, a counseling staff, or an administrative staff. Experience in education has demonstrated that there is much to be gained through evaluation and especially through self-evaluation at the operational level. This Instrument for Evaluative Self-Study is a convenient, adaptable tool for use in making comparisons of appraisals by two or more evaluators. Such comparisons may result in discussion, debate, investigation, dialogue, agreement, and action upon a plan to improve one or more aspects of the counseling program in the school. The experience of evaluating the activity roles of the counseling staff in the various functions may lead evaluators to a better understanding and a deeper appreciation of the interrelationship of counseling and teaching. It may further open doors to the many possibilities of improving the quality of teaching as a result of increased understanding. Further, it may serve to assure better planned and specifically organized counseling programs.

Suggested ratings which may be employed in the use of the Instrument for Evaluative Self-Study are defined below. The

evaluator may find it necessary to keep close reference with the appropriate sections in the Model as he rates each item in the scale.

Condition	Rating
Non-Functioning – Should Not Activate	1
Non-Functioning – Should Activate	2
Functioning – Needs Improvement	3
Functioning – Satisfactorily	4
Functioning – Excellently	5

AN INSTRUMENT FOR EVALUATIVE SELF-STUDY OF COUNSELING FUNCTIONS AND COUNSELOR ROLE ACTIVITIES

COUNSELING FUNCTIONS AND COUNSELOR ROLE ACTIVITIES	RATING
I. THE ADMISSION AND ORIENTATION FUNCTION	
A. Participate in the initiation and operation of advisory policy-program committee.	1 – 2 – 3 – 4 – 5
B. Assist in planning and administering a testing program.	1 – 2 – 3 – 4 – 5
C. Develop procedures for the transfer of student records, and the compilation of other data and information.	1 – 2 – 3 – 4 – 5
D. Plan and help conduct group orientation meetings which inform students and parents concerning the various aspects of the total school program.	1 – 2 – 3 – 4 – 5
E. Plan high school visitation day for prospective freshman students.	1 – 2 – 3 – 4 – 5
F. Arrange conferences with prospective freshmen and their parents to plan course program and to register students.	1 – 2 – 3 – 4 – 5
G. Assist in the preparation and distribution of student handbook and other informational materials.	1 – 2 – 3 – 4 – 5
H. Assist administration and staff in planning admission and orientation programs.	1 – 2 – 3 – 4 – 5
I. Develop a program of continuing orientation activities.	1 – 2 – 3 – 4 – 5
J. Develop procedures for student appraisal and evaluation of the admission and orientation program.	1 – 2 – 3 – 4 – 5

COUNSELING FUNCTIONS AND COUNSELOR ROLE ACTIVITIES	RATING
II. THE INDIVIDUAL APPRAISAL FUNCTION	
A. Cooperate with the administration and faculty in the development of policy and plans for comprehensive analysis and study of individual students.	1 – 2 – 3 – 4 – 5
B. Assist the School Guidance Committee in identifying specific types of data needed for individual appraisal.	1 – 2 – 3 – 4 – 5
C. Assist in analyzing and synthesizing data from cumulative records of all new students.	1 – 2 – 3 – 4 – 5
D. Help develop plans and procedures for effective use of cumulative records.	1 – 2 – 3 – 4 – 5
E. Supervise administration of the testing program if psychometrist or school psychologist is not available.	1 – 2 – 3 – 4 – 5
F. Supervise procedures for up-dating of all cumulative record data.	1 – 2 – 3 – 4 – 5
G. Assist in the development of a testing program.	1 – 2 – 3 – 4 – 5
H. Make statistical studies available for staff use.	1 – 2 – 3 – 4 – 5
I. Assist in utilizing cumulative records in case conference in-service training programs for teachers.	1 – 2 – 3 – 4 – 5
J. Cooperate with other personnel functionaries in making data available for use and interpretation.	1 – 2 – 3 – 4 – 5

COUNSELING FUNCTIONS AND COUNSELOR ROLE ACTIVITIES	RATING
III. THE INFORMATION FUNCTION	
A. Assist librarian and teachers in selecting and using occupational, educational, and social-personal information.	1 – 2 – 3 – 4 – 5
B. Cooperate in planning for special information programs through career, college, personality improvement, and business-industry days.	1 – 2 – 3 – 4 – 5
C. Arrange for counselor-staff field trips to businesses, industries, and educational institutions.	1 – 2 – 3 – 4 – 5
D. Cooperate and assist teaching staff in developing units on personal-social, educational, and vocational information as a part of regular courses.	1 – 2 – 3 – 4 – 5
E. Assist in making a variety of information available for extra-curricular experiences.	1 – 2 – 3 – 4 – 5
F. Establish liaison with public employment offices, college admission offices, and other community information centers.	1 – 2 – 3 – 4 – 5
IV. THE COUNSELING FUNCTION	
A. Develop a systematic plan for scheduling one or more counseling interviews each year with *all* students – freshmen, sophomores, juniors, and seniors – to:	
1. Become acquainted and to develop a favorable rapport between counselor and counselee.	1 – 2 – 3 – 4 – 5

COUNSELING FUNCTIONS AND COUNSELOR ROLE ACTIVITIES	RATING
2. Explore personal goals and educational opportunities.	1 – 2 – 3 – 4 – 5
3. Assist students with personal problems.	1 – 2 – 3 – 4 – 5
4. Help students plan a semester course program and a tentative program for the remaining years in the secondary school.	1 – 2 – 3 – 4 – 5
5. Review information in the individual's cumulative file and relate it to his educational and vocational aspirations and plans.	1 – 2 – 3 – 4 – 5
6. Acquaint students with sources of educational and vocational information including graduation requirements, scholarships, student loans, and employment opportunities.	1 – 2 – 3 – 4 – 5
7. Identify students who should be interested in national testing programs and provide necessary information and follow-up.	1 – 2 – 3 – 4 – 5
8. Aid and encourage students in making applications for post-high school education.	1 – 2 – 3 – 4 – 5
9. Aid and encourage students seeking job placement in making employment applications and preparation for employment interviews.	1 – 2 – 3 – 4 – 5
B. Develop a schedule which will provide time for both individual and group counseling with students in special problem categories such as the talented and gifted, transfer students, dropouts	

COUNSELING FUNCTIONS AND COUNSELOR ROLE ACTIVITIES	RATING
and potential dropouts, and underachievers and overachievers, potential scholarship holders, students in need of financial aid and job placement, and students with personal-social problems.	1 – 2 – 3 – 4 – 5
C. Develop a schedule which will provide for counseling maladjusted and "crisis" cases and for making referral arrangements with community agencies.	1 – 2 – 3 – 4 – 5
D. Assist in the organization of a program of group counseling activities.	1 – 2 – 3 – 4 – 5
E. Assist in coordinating all school student personnel services.	1 – 2 – 3 – 4 – 5

V. THE CONSULTIVE FUNCTION

A. Consult with teachers regarding the development of procedures, materials, and activities for a variety of learning experiences in the area of group guidance.	1 – 2 – 3 – 4 – 5
B. Consult with teachers regarding information concerning students with special needs and special problems.	1 – 2 – 3 – 4 – 5
C. Consult with teachers regarding individual cases referred by them.	1 – 2 – 3 – 4 – 5
D. Consult with teachers and other personnel functionaries in case conferences.	1 – 2 – 3 – 4 – 5
E. Consult with teachers regarding grouping of students.	1 – 2 – 3 – 4 – 5
F. Consult with and assist all other members of the school staff in curriculum development and revision.	1 – 2 – 3 – 4 – 5

COUNSELING FUNCTIONS AND COUNSELOR ROLE ACTIVITIES	RATING
G. Consult with teachers, administrators, and parents regarding referral of individuals to personnel functionaries in the school and in community agencies.	1 – 2 – 3 – 4 – 5
H. Serve as a clearing-house agency for consultation and cooperation with community organizations to whom referrals have been made.	1 – 2 – 3 – 4 – 5
I. Consult with teachers regarding the concept of developmental counseling and the functions of the counseling staff.	1 – 2 – 3 – 4 – 5
J. Prepare an information booklet on the nature of counseling and the counseling function for students, teachers, parents, and others concerned.	1 – 2 – 3 – 4 – 5
K. Work with community agencies which provide services to youth.	1 – 2 – 3 – 4 – 5
L. Consult with parents and community agencies regarding school policies, programs, regulations, and requirements.	1 – 2 – 3 – 4 – 5
M. Consult with parents to help them understand services offered by the school and assist them to appraise realistically the abilities, interests, attitudes, and developmental needs of their children.	1 – 2 – 3 – 4 – 5
N. Prepare and interpret handbooks and other communications designed to improve public understanding of school programs.	1 – 2 – 3 – 4 – 5
O. Develop an effective liaison between the student, the home, the school, the community, and higher educational institutions.	1 – 2 – 3 – 4 – 5

COUNSELING FUNCTIONS AND COUNSELOR ROLE ACTIVITIES	RATING
VI. THE PLACEMENT FUNCTION	
A. Help establish and participate in a committee for the development of policies governing placement services.	1 – 2 – 3 – 4 – 5
B. Participate in the placement of handicapped students in remedial programs within the school.	1 – 2 – 3 – 4 – 5
C. Arrange and cooperate in the placement of handicapped students in special schools where desirable and possible.	1 – 2 – 3 – 4 – 5
D. Arrange for the testing and placement of transfer students in courses and programs suited to their needs, abilities, and interests.	1 – 2 – 3 – 4 – 5
E. Cooperate in the placement of junior high students into programs which may be adapted to their needs, abilities, and interests.	1 – 2 – 3 – 4 – 5
F. Aid in the placement of students in extra-curricular activities which will further educational, social, and vocational development.	1 – 2 – 3 – 4 – 5
G. Assist in the development of plans for establishing and maintaining adequate placement records for job application, referral, selection, and follow-up.	1 – 2 – 3 – 4 – 5
H. Assist in developing and maintaining effective liaison with potential employers.	1 – 2 – 3 – 4 – 5
I. Arrange for visits from representatives of the armed services, colleges, universities, business and union employers, and governmental agencies.	1 – 2 – 3 – 4 – 5

COUNSELING FUNCTIONS AND COUNSELOR ROLE ACTIVITIES	RATING
VII. THE FOLLOW-UP FUNCTION	
A. Develop cooperatively with administrative officers, teachers, students, and community and college personnel a sysmatic and continuing program for the follow-up study of all former students.	1 – 2 – 3 – 4 – 5
B. Develop plans for the systematic follow-up of students as they move from one course to another, change curricula, or transfer from one school unit to another.	1 – 2 – 3 – 4 – 5
C. Prepare reports of results of follow-up studies to aid students, parents, and other citizens in understanding their significance for improving secondary education.	1 – 2 – 3 – 4 – 5
D. Interpret follow-up information for improvement of personnel services, curricular, and extra-curricular programs.	1 – 2 – 3 – 4 – 5
E. Make provisions for recording significant follow-up data in the individual's cumulative record.	1 – 2 – 3 – 4 – 5
F. Use the results of follow-up studies in group and individual counseling.	1 – 2 – 3 – 4 – 5
G. Participate in the development of case studies of students, and their use and evaluation in case conferences, and as an in-service training experience for teachers.	1 – 2 – 3 – 4 – 5

COUNSELING FUNCTIONS AND COUNSELOR ROLE ACTIVITIES	RATING
VIII. THE EVALUATION AND RESEARCH FUNCTION	
A. Develop and conduct programs of normative, experimental, and action research in connection with various phases of the counseling program.	1 – 2 – 3 – 4 – 5
B. Design evaluative studies to determine the adequacy and effectiveness of each of the counseling functions.	1 – 2 – 3 – 4 – 5
C. Design and conduct studies of characteristics of the school population.	1 – 2 – 3 – 4 – 5
D. Plan and conduct community surveys.	1 – 2 – 3 – 4 – 5
E. Develop and use expectancy tables based on available test data and appropriate criteria.	1 – 2 – 3 – 4 – 5
F. Coordinate counseling research activities with research activities of other departments in the school system.	1 – 2 – 3 – 4 – 5
G. Keep abreast of new ideas and current developments in counseling by reading professional journals and by attending professional meetings.	1 – 2 – 3 – 4 – 5

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